



Annual Evaluation Report

2013–2014 School Year

Nebraska
21ST CENTURY COMMUNITY LEARNING CENTERS



Purpose and History of Nebraska 21st Century Community Learning Centers

The 21st Century Community Learning Centers (21st CCLC) is a federally funded, competitive grant program designed to support the establishment of community learning centers serving students attending schools with high needs. The Nebraska Department of Education (NDE) administers these grants to offer students a broad array of services, programs, and activities during non-school hours or periods when school is not in session (such as afterschool or during summer recess).

In 1998, the 21st CCLC initiative was authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA). The No Child Left Behind (NCLB) Act of 2001 amended the initiative and transferred the administration to state departments of education.

The three overarching goals of this grant program are to: 1) improve student learning performance in one or more core academic areas; 2) improve student social and behavioral skills; and 3) increase family and community engagement in supporting students' education. Centers may provide a variety of services to

achieve these goals, including remedial education and academic enrichment learning programs, tutoring and mentoring services, services for English Language Learning students, technology education programs, programs that promote parental involvement and family literacy, drug and violence prevention programs, and counseling programs, among other services.

Further information on 21st Century Community Learning Centers is available through the United States Department of Education. For more information about the Nebraska 21st Century Community Learning Centers grant program, call the office at 402-471-0876 or visit the web site at <http://www.education.ne.gov/21stcclc>. The US Department of Education website is located at <http://www.ed.gov/programs/21stcclc/index.html>.



Evaluation Purpose

The purpose of the 21st CCLC program evaluation is to provide: (a) descriptive information regarding the implementation of these programs, (b) process data that will assist the project staff in continually improving the quality of services to the students and their families, (c) outcome data that will assist the programs in determining the extent to which the program achieved its anticipated outcomes, and (d) required data to meet the federal NCLB, Title IVB program requirements. The evaluation was and will continue to be accomplished by collecting data across multiple sources and forms using both qualitative and quantitative approaches.

The evaluation design is based upon a utilization-focused approach (Patton, 2012) and utilizes the same continuous improvement model developed by the Nebraska Department of Education for school improvement planning.

(<http://www.education.ne.gov/CIPToolkit/>).

Continuous Improvement Process

The overall design of the 21st CCLC Grant Program utilizes targeted academic and social/behavioral supports in afterschool, out-of-school days (full days during the



school year when school is not in session), and summer school offerings. Local programs develop their own models to suit local needs, but must meet or exceed the parameters established in the grant application from NDE. Programs must base their model on local needs assessment data, describe curricular and evaluation approaches, and participate in a comprehensive, continuous improvement evaluation process. Programs may select an external local evaluator or may choose to utilize internal local evaluation support to assist in their evaluation and continuous improvement process efforts. Programs are required to develop a core local management team, with recommended membership to include the project director, building principal, local evaluator or local evaluation support team, and other key stakeholders.

The NDE 21st CCLC management team identified the elements of a quality afterschool program and began to incorporate them into the continuous improvement



process for local programs beginning in 2007. Each year local evaluation data is submitted by June 15. The external statewide evaluator analyzes, verifies the accuracy of the submitted data, and develops “Continuous Improvement Process Data Snapshots” for each program. Indicators of quality were established on targeted data *process* areas (such as 90% return rates or greater on teacher, parent and student surveys) and on *outcome* areas (such as ratings of 3.50 or greater on partner collaboration ratings). These snapshots include site level outcomes, grant program level outcomes, district level outcomes, and state level outcomes. The snapshot provides a summary of each school site’s data outcomes and the overall program’s data outcomes compared to state outcomes.

Each year, during the months of August and September, members of the NDE 21st CCLC management team meet with members of management teams of grantees completing year one. The purpose of these meetings is to review the CIP Data Snapshot with the local management teams and facilitate discussions on local plans to improve programs. In all other years grantee management teams meet with external local evaluators, or utilize internal local evaluation support to complete the same CIP process. These management teams then work together to complete Continuous Improvement Process Meeting Summaries that identify an area of strength and an area for improvement. Each local management team then implements the action plans proposed to improve their program. Data are

then collected in the subsequent year to measure program improvement.

Technical Assistance and Professional Development. NDE provided technical assistance and professional development support for grantees in order to facilitate their continuous improvement. An ongoing technical assistance plan was developed based on the review of research on best practice for afterschool programs, statewide evaluation findings, and reports submitted summarizing each project’s continuous improvement process meeting.

Methods of technical assistance included:

- On-site visits and conference calls with new program leadership to explain program goals, assist with program design and implementation, provide resources, and clarify grant requirements
- Utilization of a password protected e-learning system, My21stCCLC, for data collection, grant management, communication, and provision of technical assistance
- Ongoing support to new and experienced grant administrators focused on grants management and evaluation (e.g., regional meetings, monthly conference calls that are recorded and posted on My21stCCLC)
- Distribution of monthly electronic newsletters containing a summary of current and upcoming deadlines and opportunities for program support (e.g., webinars, conference calls, available resources) sent to all grantees via email and then posted on My21stCCLC



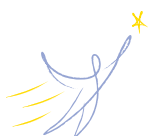
- Site visits and ongoing communication (e.g., monthly conference calls) with new program leaders and those identified as needing increased support from the NDE Management Team
- Ongoing technical assistance offered to the new and veteran project directors on relevant topics including program planning and implementation, recruiting and retaining students, collaboration with families and community partners, utilization of a program management team, alignment to school-day learning objectives, and resources that are available to assist programs as they move towards a more student-centered approach to teaching and learning (e.g., Classroom Assessment and Scoring System (CLASS) support, United States Department of Education You for Youth, University of Nebraska Lincoln (UNL) Click2Science)
- Annual meeting in September for all project directors where best practices are discussed, new resources are reviewed, and recommendations are provided to the NDE Management Team regarding the annual technical assistance plan.

The fourth and final year of a major professional development initiative focused on building interest and expertise in teaching and learning Science, Technology, Engineering, and Mathematics (STEM) content was implemented across the state. In the summer of 2011, the Nebraska 21st CCLC program received a Summer of Innovation Cooperative Agree-

ment from the National Aeronautics & Space Administration (NASA). This initiative, Nebraska BLAST! (Building Lasting Afterschool STEM Teams), targeted optional programming to traditionally underrepresented youth in grades 4-8. Training was provided regionally across the state focused on Robotics, Rocketry and Aeronautics, and Cosmic Connections to the Universe. The initiative was implemented through partnerships with UNL, the University of Nebraska Omaha (UNO), the Strategic Air and Space Museum, and NASA Nebraska Space Grant. The Nebraska BLAST! program provided ongoing regional professional development for teachers and afterschool staff who then partnered to implement the content in their 21st CCLC sites. Professional development provided was focused on building expertise to teach STEM content, access and utilize NASA resources, build community and statewide partnerships, and most importantly strengthen collaborative working relationships between afterschool staff and classroom teachers.

Summary of data collection systems

Site level data were collected in Microsoft® Access databases developed for each grantee and disseminated by the statewide evaluator. Data were also collected in the federal web-based data collection system Profile and Performance Information Collection Systems (PPICS) and in annual Continuous Improvement Process Summaries including action plans submitted by grantees.



Program Evaluation Findings

Program evaluation of the 21st CCLC programs includes examining progress on four outcomes. These outcomes include measured quality of these programs, student achievement, observed changes in student social or behavioral patterns, and changes in family or community support of student learning.

Description of Grantees, Sites, and Students Served

Description of Funding

Beginning in 2003-2004, NDE has conducted an annual grant competition to award five-year 21st CCLC federal grants for CLC programming. These 21st CCLC grant dollars are leveraged with other federal, state, and partner/local fiscal support to operate quality CLC programs. This year, two types of competitive grants were available (first-time grants and continuation grants). First-time grants are

100% grant-funded in years one through three, 80% in year four, and 60% in year five. Continuation grants (calculated at a daily rate that is 50% of the amount of the grantee's first-time grant) are awarded to quality 21st CCLC programs with level funding for a five-year grant period, and are available only to school buildings which have successfully implemented 21st CCLC programming for five years.

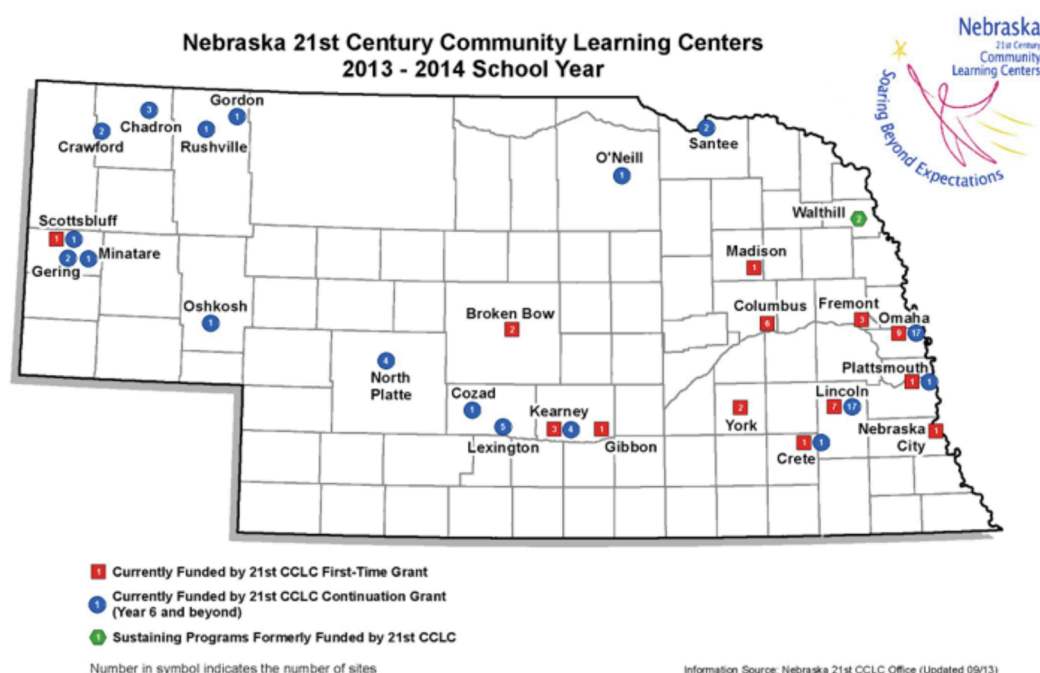
In 2013-2014 grant awards totaled \$4,806,044 to benefit students in 29 Nebraska communities. In order to determine a more accurate cost per student, a new form titled "Report of Partner/Local Fiscal Support" was developed and data is being collected, along with other year end fiscal reports. This form was developed after discussion and feedback from grantees, business managers and school administrators. Grantees were asked to report the amount expended or the value of volunteer time and/or donated/discounted goods or services for the 2013-2014 school year and, where applicable, 2014 summer program. Funding sources may include other federal or state funding, community based or faith-based organization support, parent fees and other sources of funding. These amounts, in addition to the amount of 21st CCLC grant funds, should provide greater detail regarding the operational costs. It is



anticipated that these reports will provide greater detail as we proceed to accurately portray the cost of a typical program. The complexity of this task has become apparent. Many components of a

program are difficult to quantify, i.e., reflecting the value of space where a program is housed or the value of volunteer or discounted goods or services.

The following map provides a summary of the communities served in the 21st CCLC program for 2013-2014.

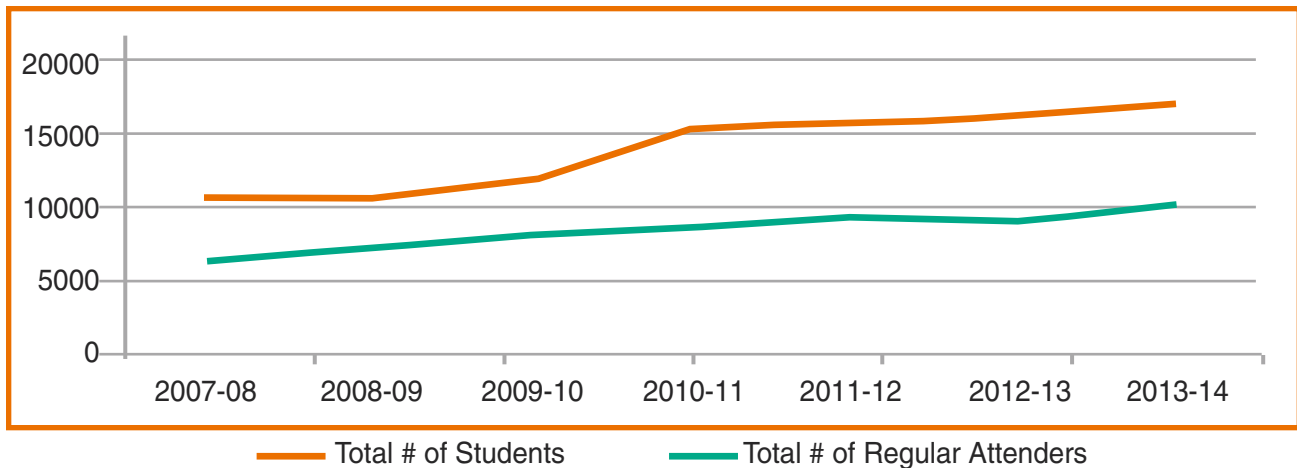


Student Demographics

A total of 17,120 students were served in out-of-school time (afterschool, out-of-school days, or in summer school) in 2013-2014 across funded 21st CCLC sites. Of those, 10,073 were regular attenders in funded 21st CCLC programs (59% of total students). Generally, the number of students served and those regularly

served have steadily increased over the past 11 years; however, the gap between total students and number of regular attenders has widened since 2010-11. Exploration should occur to learn more about what makes a student participate a little in 21st CCLC programs but not attend for 30 or more days.





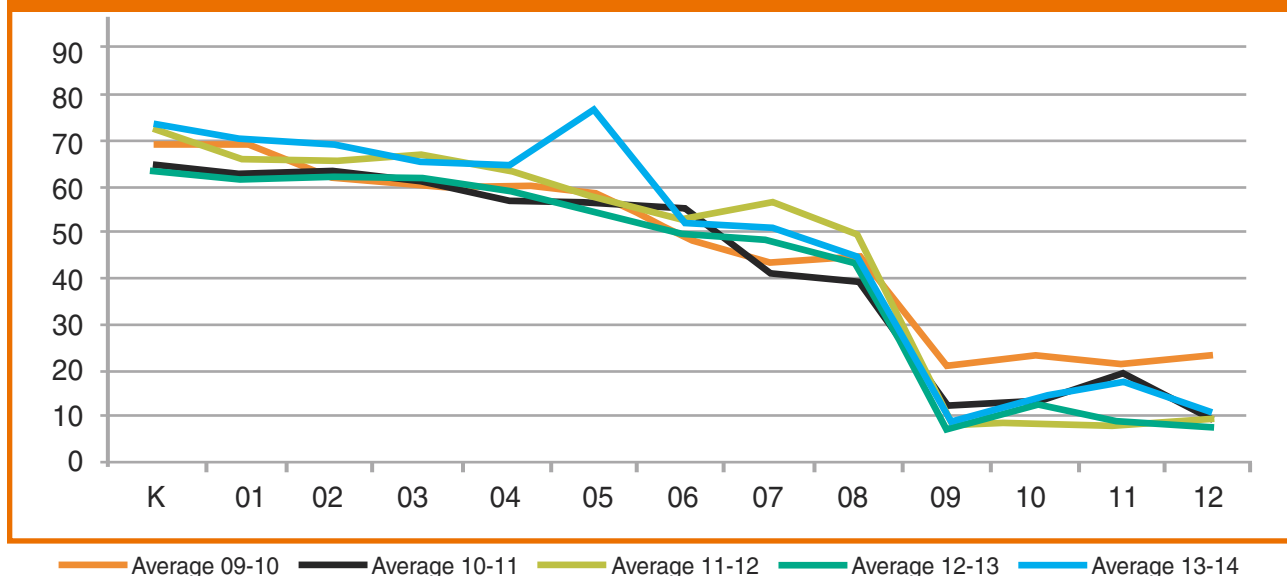
Grade levels. As delineated in the chart below, the majority of students regularly served in 21st CCLC programs across Nebraska were in kindergarten through fifth grade (73%).

Participation by Grade Level. The participation of different grade level groups was examined. The first chart on page 8 depicts average days of participation by grade level across all students who enrolled in 21st CCLC programs from 2009 through 2014. Participation generally declined by grade level. The explanation for the decline is unknown.

Grade Levels for Total and Regular Student Attenders for Nebraska 21st CCLC			
Grade Level	# of Total Student Attenders	# of Regular Student Attenders	% of Regular Student Attenders
Kindergarten Students	1607	1107	11.0%
First-grade Students	1882	1205	12.0%
Second-grade Students	2103	1353	13.4%
Third-grade Students	2060	1296	12.9%
Fourth-grade Students	2006	1228	12.2%
Fifth-grade Students	1882	1189	11.8%
Sixth-grade Students	1717	979	9.7%
Seventh-grade Students	1702	906	9.0%
Eighth-grade Students	1496	737	7.3%
Ninth-grade Students	229	20	0.2%
Tenth-grade Students	132	20	0.2%
Eleventh-grade Students	150	22	0.2%
Twelfth-grade Students	154	11	0.1%
Total	17120	10073	100.0%



Average Days of Participation by Grade Level



Past recommendations for professional development have not yielded the increase in participation rates hoped for at the older grade levels. Therefore, further exploration would be needed to determine the reasons for this trend.

Ethnicity. The 21st CCLC programs served a diverse group of children and youth. The majority of students served (60%) were from an ethnic minority category (see chart below).

Gender. Forty-nine percent (49%) of the regular attenders were female and 51% were male.

Ethnicity for Regular Student Attenders for Nebraska 21st CCLC

Ethnicity	# of Regular Student Attenders	% of Regular Student Attenders
American Indian/Alaska Native	516	5%
Asian/Pacific Islander	276	3%
Black/African American	1895	19%
Hispanic/Latino	2866	29%
White	3995	40%
Multiple	491	5%
Total	10,039	100%





Eligibility for Free/Reduced Lunch.

Seventy-five percent (75%) of the regular attenders were eligible for free or reduced lunch. This is a significantly greater percentage compared to all of Nebraska's schools (44%, data source is NDE State of the Schools Report, 2012-2013).

Eligibility for Other School Services.

Fourteen percent (14%) of the regular attenders were English Language Learners. NDE State of the Schools Report (SOSR) data indicates that 6% of students in Nebraska's schools were identified as English Language Learners (2012-13 SOSR). Nineteen percent (19%) of regular attenders were verified for special education, compared to 15% across Nebraska's schools (2012-13 SOSR).

Quality of 21st CCLC Programs

Quality programs have been linked to immediate, positive developmental outcomes, as well as long-term positive academic performance (Beckett, Capizzano, Parsley, Ross, Schirm, & Taylor, 2009; Burchinal, Peisner-Feinberg, Bryant, and Clifford, 2000).

Self-Ratings of Program Quality. The Nebraska Program Quality Self-Assessment Tool (NE-PSART) was developed by the statewide evaluator and, following a pilot year, was fully implemented in 2013-14. It was based on the previous program observation tool

NE-PSART Domains	2013-14
Number of School Sites Rated	103
Administration	4.50
Relationships	4.39
Family Partnerships	4.19
School Partnerships	4.39
Community Partnerships	4.08
Environment, Safety, & Wellness of Students	4.76
Programming-Academic Focus	4.35
Programming-Skills Focus	4.01
Programming-Enrichment Focus	3.55

5-point scale with 1=not evident and 5=consistently evident





OQASP Domain	2008-09	2009-10	2010-11	2011-12	2012-13
Number of School Sites Observed	92	102	102	104	101
Administration	4.57	4.66	4.65	4.75	4.72
Relationships	4.43	4.47	4.48	4.58	4.63
Family Partnerships	4.25	4.37	4.47	4.57	4.49
School & Community Collaboration	4.47	4.53	4.52	4.64	4.56
Environment, Safety, & Wellness of Students	4.52	4.56	4.59	4.63	4.69
Programming	4.16	4.24	4.22	4.43	4.34
Overall	4.40	4.48	4.49	4.50	4.58

5-point scale with 1=not evident and 5=consistently evident

Measure: Observations for Quality Afterschool Programming

Author: St. Clair, 2008

Scale: 1 to 5; 1 = Not Evident; 3 = Moderately Evident; 5 = Consistently Evident

Use: Sites had the choice of being externally rated using the "Observations for Quality Afterschool Programming" observation rating tool (see measure textbox for more information), or they could pilot a new quality measure (Classroom Assessment and Scoring System) and complete a self-rating of program quality using the existing observation tool and identifying areas for continuous quality improvement.

used for the preceding nine years. The self-rating tool measures outcomes in overall administration of the program, interactions among students and staff, support for family involvement and engagement, linkages between the school and community, general environment of the program, and programming.

Programs were of high quality. A total of 103 school sites were assessed this year.

Item Level Analysis on NE-PSART.

Because of the number of new items on this year's tool, it's not surprising that some items, particularly new ones, might rate below 3.50. Average item ratings across programs were in the 4 to 4.50 rating (M=4.25). Only two items were, on

Item Statement	Mean Rating
The program exposes students to a broad array of college/career possibilities using developmentally appropriate strategies.	2.98
The program helps students to develop the basic planning and financial skills to concepts for younger students and more advanced concepts for older students).	2.58



average, rated below 3.50—the previous Indicator of Quality rating used by Nebraska. These two items were from the Programming-Enrichment Focus Domain.

It will be recommended that statewide professional development reflect on these ratings and develop technical assistance to support programs in considering how these programming areas may benefit both their elementary and secondary school students.

Classroom Assessment and Scoring System (CLASS): The CLASS tool was piloted last year and fully implemented this year. Sites video recorded programming in the afterschool programs and submitted to the statewide evaluation team. Reliable CLASS raters coded the videos and completed narrative CLASS Feedback Reports that included scores across all items and domains, with suggestions for strengths and opportunities for improvement.

There are different CLASS tools for different grade levels of students served. Nebraska 21stCCLC used three of the CLASS tools:

- Kindergarten-3rd Grade (K-3)—this tool can also be used for K-5 programs
- Upper Elementary (4th-5th grades)—used when a program serves

predominantly these grade levels

- Secondary (Middle and High School grades)—used for all secondary programs

A total of 92 CLASS ratings were completed, with 68 K-3 (or K-5) CLASS ratings and 24 Upper Elementary or Secondary CLASS ratings.

Results showed that 21st CCLC programs had strengths in the areas we expected: Emotional Support and Organization. Ratings were low, but not lower than

About the CLASS:

The Classroom Assessment and Scoring System (CLASS) was developed by Bob Pianta and a team of researchers at the Center for Advanced Study on Teaching and Learning. It is used to rate the quality of teaching and learning interactions. It consists of three to four dimensions depending on the grade level of the students:

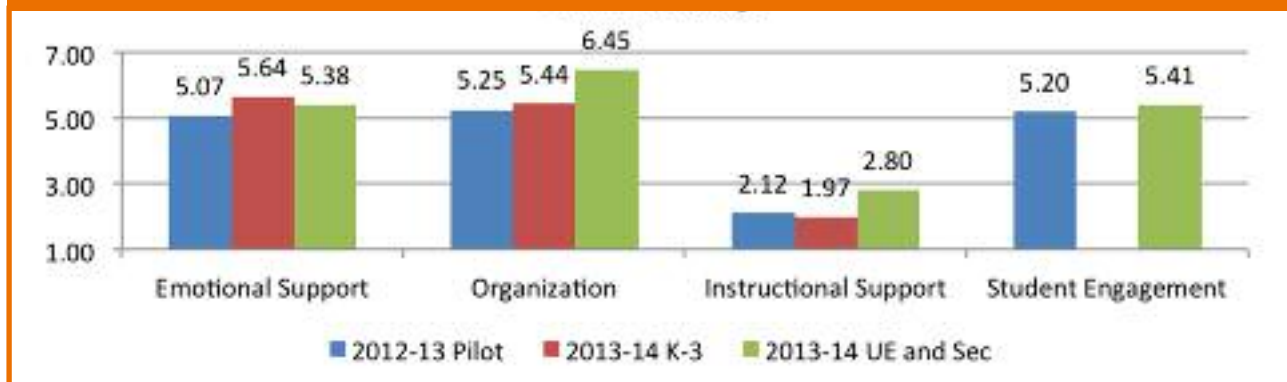
- Emotional Support
- Classroom or Group Organization
- Instructional Support
- Student Engagement

Scores range from 1 to 7, with scores in the 6-7 range indicating highest quality (3-5 is modest quality and 1-2 is low quality). The effectiveness cut point on Instructional Support is 3.25, meaning that scores above 3.25 are necessary to impact student achievement (Burchinal et al, 2010).





CLASS Ratings



national norms in Instructional Support. Student engagement ratings were positive. Using a continuous improvement model, all domains may continue to improve.

Absence of a Negative Climate (no threats, sarcasm, or bullying behaviors) and Productivity (smoothly moving through activities with little wasted learning time).

A more detailed analysis of K-3 CLASS and Upper Elementary/Secondary CLASS showed that specific items within the CLASS tools may be worthy of statewide professional development.

Areas of strength included:

- Absence of Negative Climate measures the absence of expressed negativity such as anger, hostility, or aggression exhibited by educators and/or students in the classroom. This dimension includes punitive control (yelling,

K-3 Class

Strengths in this analysis included

K-3 CLASS												
Positive Climate	Absence of Negative Climate	Staff Sensitivity	Regard for Student Perspective	EMOTIONAL SUPPORT	Behavior Management	Productivity	Instructional Learning Formats	ORGANIZATION	Concept Development	Quality of Feedback	Language Modeling	INSTRUCTIONAL SUPPORT
5.66	6.80	5.64	4.39	5.64	5.88	6.02	4.46	5.44	1.71	1.92	2.29	1.97



threats, harsh punishment), sarcasm or disrespect, and severe negativity (victimization, bullying, physical punishment). A higher rating reflects a lack of or less Negative Climate.

- Productivity measures how educators maximize learning time, manage routines within the classroom, ensure that transitions are brief (with learning opportunities embedded for longer transitions), and prepare to have materials ready and accessible. It is important to note that Productivity ratings do not consider the students' engagement level or the quality of instruction; rather, this focuses on effective pacing.

Areas for improvement included:

- Regard for Student Perspectives measures the degree to which educators' interactions with students and activities place an emphasis on student centered learning activities (drawing from students' interests, motivations, and points of view). This dimension is measured by flexibility and student focus, support for autonomy and leadership (allowing students' choices, giving responsibility to students, and allowing students to lead lessons), student expression, and reasonable student freedom of movement.

- The Instructional Learning Formats dimension evaluates how well the educators facilitate activities and provide interesting materials to engage students. This dimension is specifically looking for effective facilitation and expanding students' involvement through questioning and active participation in lessons and activities. It also measures the use of various modalities and materials, student interest, and clarity of learning objectives through advanced organizers (connecting prior knowledge to new lessons), summaries, and reorientation statements.
- Concept Development measures how the educators use instructional discussions and activities to promote students' higher-order thinking skills (in contrast to rote instruction). This measures how educators facilitate analysis and reasoning (why and/or how questions, problem solving, prediction, classification/comparison, evaluation), creating (brainstorming, planning, producing), integration of concepts, and connections of concepts to the real world, such as relating information to students' actual lives.



- Quality of Feedback assesses how educators extend student learning through responses to students' ideas, comments, and work. Included in this dimension are scaffolding, feedback loops (back-and-forth exchanges, persistence by educators, follow-up questions), prompting students' thought processes, providing additional information to expand students' understanding, and encouragement/affirmation.
- Language Modeling measures the extent to which educators facilitate and encourage students' language. Ratings include frequent conversations in the classroom, educators' use of open-ended questions, repetition and extension (educators repeat and extend students' responses), self and parallel talk (educators map their actions and students' actions with language), and the use of advanced language (a variety of words, and

connections to familiar words and/or ideas).

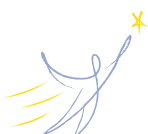
Upper Elementary/Secondary CLASS

Strengths for these tools were similar to that of the K-3 CLASS results: Absence of Negative Climate and Productivity were very positively rated, along with Behavior Management.

Areas for improvement included Regard for Youth Perspective, Instructional Learning Formats, Content Understanding, Analysis and Inquiry, Quality of Feedback, and Instructional Dialogue. Several of these are similar in nature to the K-3 description, so won't be repeated here. But those that are unique include:

- Content Understanding refers to both the depth of the lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic

UPPER ELEMENTARY/SECONDARY CLASS														
Positive Climate	Staff Sensitivity	Regard for Youth Perspective	EMOTIONAL SUPPORT	Behavior Management	Productivity	Absence of Negative Climate	ORGANIZATION	Instructional Learning Formats	Content Understanding	Analysis & Inquiry	Quality of Feedback	Instructional Dialogue	INSTRUCTIONAL SUPPORT	STUDENT ENGAGEMENT
5.83	5.62	4.69	5.38	6.41	6.03	6.89	6.45	4.18	2.52	1.75	2.06	2.66	2.80	5.41



discipline (mathematics, reading, etc.). At a high level, this refers to interactions among the educators and students that lead to an integrated understanding of facts, skills, concepts, and principles. It includes a focus on depth of understanding, communication of concepts and procures, and connection among background knowledge, the area of study, and misconceptions.

- Analysis and Inquiry assesses the degree to which students are engaged in higher-level thinking skills through the application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition (i.e., thinking about thinking) are also included. This includes a focus on facilitation of higher-order thinking skills, opportunities for novel application, and metacognition.
- Instructional Dialogue captures the purposeful use of content-focused discussion among educators and students that is cumulative, with educators supporting students to chain ideas together in ways that lead to a deeper understanding of content. Students take an active role in these dialogues. Both educators and students use strategies that facilitate

extended dialogue. Focus is on cumulative content-driven exchanges, distributed talk (balance between educators and students), and facilitation strategies (open-ended questions and statements, student responses, acknowledgement-repetition-extension, pause and allowing for think time to achieve fullest student expression, and active listening).

Teacher, Parent, Student, and Collaborative Partner Survey Outcomes

Teacher Survey Outcomes. The return rate of teacher surveys for students who attended 30 days or more was lower again this year (75%), declining each year since 2011. The targeted return rate is 90% or greater. Because the teacher survey is a mandatory item required for federal reporting to the US Department of Education, these data and attendance data are the single most important reporting items for 21st CCLCs nationally. These data are used by those overseeing the program at the federal level to make decisions about the effectiveness and impact of the program. Therefore, it is recommended that strategies be developed to improve teacher survey reporting to yield about a 90% or better reporting rate. Three years ago, greater





Mandatory Federal Teacher Survey Return Rate Trends



emphasis was drawn to survey reporting rates in the Continuous Improvement Process feedback loop. Programs were then required to develop action plans for return rates of less than 90%. It will be recommended this year that sites again be required to develop and implement action plans to improve return rates to 90% or greater.

School day classroom teachers were asked to rate each student's performance on district objectives/standards on a 3-point scale of 'Exceeds standards,' 'Meets standards,' and 'Below standards.' Domains entailed reading (including reading, speaking, and listening), writing, mathematics, and science. The purpose of these ratings is to describe the population of students being served, rather than for use as an outcome measure. The rationale for this is that 21st CCLC

programs recruit students who are not meeting standards in order to provide additional, yet different, hands-on experiential learning in out-of-school time settings.

Teachers were also asked to rate students on the following student behaviors by reporting their level of change (if any) from fall to spring. Results were limited to students with unique Nebraska Student and Staff Record System (NSSRS) numbers. Teachers were also allowed to note if a student was already excellent in a particular area in the fall or if an area was not applicable, such as homework in some kindergarten classrooms.

Overall, students showed improvements across all areas. However, these improvements were not as strong as prior years.





Teacher Ratings of Student Performance	Meets or Exceeds Standards			
	Reading	Writing	Mathematics	Science
2013-14	71%	68%	75%	80%
2012-13	58%	57%	60%	64%

Teacher Survey Ratings by Item	1. Turning in homework on time	2. Completing homework to your satisfaction	3. Participating in class	4. Volunteering	5. Attending class regularly	6. Being attentive in class	7. Behaving well in class	8. Academic performance	9. Coming to school motivated to learn	10. Getting along well with other students	11. Family support of student's learning
2013-14	0.61	0.68	0.79	0.54	0.46	0.50	0.44	0.75	0.59	0.55	0.47
2012-13	0.73	0.77	0.85	0.59	0.50	0.56	0.54	0.81	0.66	0.60	0.54

7-point scale ranging from -3=significant decline to +3=significant improvement

Measure: Learning Point Associates – Teacher Survey

Author: Learning Point Associates 2004

Scale: -3 to 3; -3 = Significant decline; 0 = No change; 3 = Significant improvement

Use: Classroom teachers of students enrolled in 21st Century Community Learning Center programs rate student's behaviors from fall to spring of a given program year to assess change. Ratings are gathered one time per year.

Collective Impact on Longitudinal Outcomes. Another question examined in this year's evaluation was the longitudinal impact of 21st CCLC participation. Do students who participate two years in a row demonstrate any academic or other benefits?

From the previous year evaluation report. To address this question, student attendance data was gathered for 2010-11 and 2011-12, and a paired samples test was conducted using NeSA Reading

scores from 2009-10 and NeSA Reading scores from 2011-12. Students significantly improved in NeSA reading scores from 09-10 (92.07) to 11-12 (99.33), ($p < .001$, $d = 0.22$, $n = 1064$). The effect size was below the zone of desired effect sizes of .40 or greater (Hattie, 2009; Cohen, 1988). For this particular population of students 308 were not eligible for free/reduced lunch (29%), 620 were eligible for free lunch (58%), and 136 were eligible for reduced price lunch (13%). With 71% of the students being



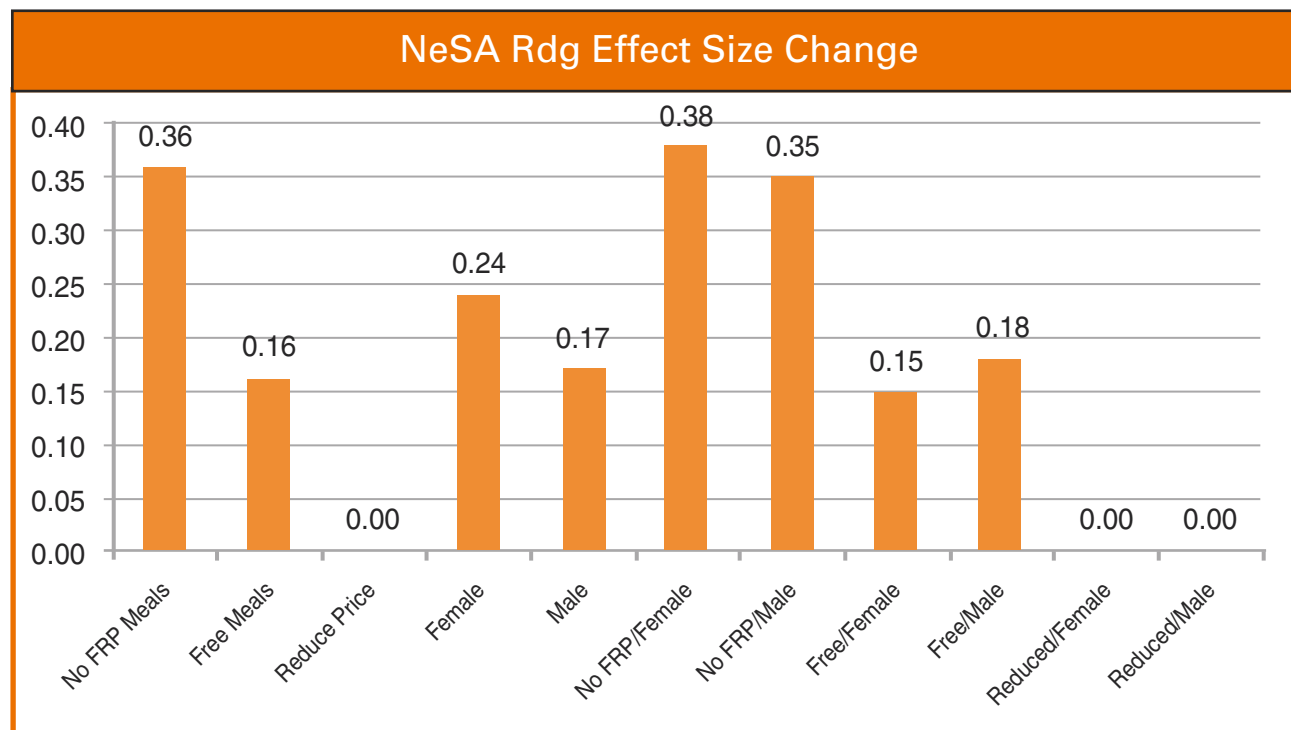


eligible for free/reduced lunch (commonly associated with being “at risk” academically), holding steady is considered a good result. To show significant improvement, albeit with low effect sizes, is a positive indication about the collective impact of what the students are experiencing. Who benefited the most from participation? In terms of economic subgroups, students eligible for free lunch showed the greatest effect size changes ($d=0.31$), followed by students not eligible for free/reduced lunch, with students eligible for reduced price lunch showing no significant gain. All subgroups showed significant impacts

with strong effect sizes except for Native American males and White male and female students eligible for Free Lunch.

Longitudinal study update. This year, the evaluation team examined participation in the 2011-12 year (minimum of 30 days or more) and the 2012-13 year (again, minimum of 30 days or more), and change in NeSA Reading and Math scores from 2010-11 (prior to participation) to 2012-13.

Again students significantly improved in NeSA Reading Scores with low effect size change ($p<.001$, $d=0.20$), improving from 94.15 to 100.87 as a group ($n=635$).



¹ Effect size calculated with $d=\text{paired samples test mean}/\text{standard deviation}$

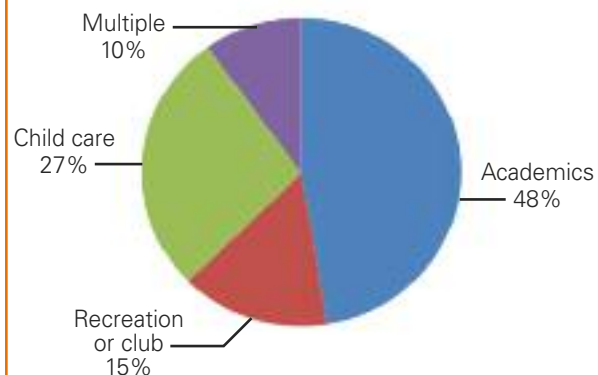


Students did not significantly change in math (95.65 to 93.40 (n=619). Worthy of note, average attendance in the 21st CCLC programs for this group of students decreased from an average of 103 days in 2011-12 to 90 days in 2012-13.

The evaluation team disaggregated the data by students' economic status. The graph below depicts the findings for students on NeSA reading effect size change results by economic status. This year, students not eligible for free/reduced price meals benefited the most from participation in 21st CCLC. As a group, those students showed an effect size change of 0.36 on NeSA reading scores (improving from 109.19 in 2010-11 to 121.71 in 2012-13). It is recommended that program leaders reflect on how the 21st CCLC program may have changed in recent years. It appears that there has been a shift in who is benefiting the most from participation in 21st CCLC program. Whereas it previously had been students eligible for free/reduced price meals, it is now showing a stronger effect on students not eligible for free/reduced price meals. It is also recommended that 21st CCLC program leaders reflect on the lack of significant change in math scores across all subgroups.

Parent Survey Outcomes. Parents of kindergarten through 12th grade students

Parent Report of Why They Enrolled Student



who were regular 21st CCLC attenders across Nebraska were surveyed regarding their ratings of the 21st CCLC programs in a number of different areas in order to assess the quality of services and perceived outcomes for their children. The statewide return rate for parent surveys was 64%, which was similar to prior years (65%, 63%, 70%, and 65%). The targeted return rate for parent surveys is 90%.

Parents were asked to identify their primary reason for enrolling their child or youth in the 21st CCLC program. This pie graph displays their responses. These data suggest that the majority of parents (48%) enroll their children for academic support or enrichment opportunities as their primary reason.





Parent survey items	1. CCLC is a great benefit	2. CCLC staff are excellent	3. CCLC staff communicate	4. CCLC is safe	5. Activities are good	6. Child learns more	7. CCLC helps child's friendship	8. Informed about child & behavior	Average
2013-14	3.91	3.87	3.54	3.88	3.88	3.79	3.83	3.72	3.81

1=Disagree, 4=Agree

Parent survey items	1. CCLC is a great benefit	2. CCLC staff are excellent	3. CCLC staff communicate	4. CCLC is safe	5. Activities are good	6. Child learns more	7. CCLC helps child's friendship	8. Informed about child & behavior	Average
2012-13	3.89	3.88	3.56	3.87	3.88	3.78	3.84	3.73	3.81

1=Disagree, 4=Agree

Measure: Evaluation Guidebook – Parent Surveys

Author: St. Clair, 2008

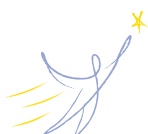
Scale: 4 = Agree, 3 = Slightly Agree, 2 = Slightly Disagree, 1 = Disagree

Use: This survey is administered one time to parents of students enrolled in 21st CCLC programs who have attended 30 days or more (regular attenders). Parents rate their perceptions of each statement.

Parents were asked to rate their satisfaction with the 21st CCLC program. The table above reflects the overall average ratings across items for regularly attending students.

Parents are very satisfied with the program. Parent satisfaction with the program has not significantly changed in the past two program years. Parents are generally satisfied with the programming their children receive, the quality of the staff working with the students, and believe the program is beneficial to their child (average ratings of 3.81 out of a possible 4).

Parents were also asked to identify types of parent involvement activities they demonstrated during the past program year. Parents responded either "Yes" or "No" to the following items. The following table reflects overall levels of parent participation in the noted activities for parents of regularly attending 21st CCLC students and reports the percentage of parents responding "Yes" to the described behavior. Parents are maintaining about the same level of engagement over the past two program years, with modest improvements in the percentage of





Parent Engagement Activities	1. Read newsletters	2. Communicate with teacher	3. Visit school	4. Review homework	5. Volunteer	6. Support learning at home	7. Participate in groups	8. Share information
2013-14	74%	44%	80%	72%	24%	75%	18%	55%
2012-13	74%	39%	82%	73%	26%	74%	19%	56%

parents who say they do communicate regularly with their child's teacher(s).

Surveys are collected from students 3rd grade and older attending elementary programs and who have attended 30 days or more during the school year. The return

Elementary Student Survey Outcomes.

Elementary Student Survey Items		2012-13	2013-14
1.	Getting good grades in school is important to me.	1.73	1.89
2.	I feel accepted by other kids in the 21st CCLC program.	1.40	1.54
3.	I feel accepted by other kids in school.	1.44	1.55
4.	I feel safe in the 21st CCLC program.	1.62	1.78
5.	I get my homework done in the 21st CCLC program (if I have homework).	1.47	1.58
6.	I talk to my family about my homework or what I'm learning in school.	1.24	1.28
7.	I'm getting good grades in reading (or language arts) at school.	1.48	1.59
8.	I'm getting good grades in mathematics at school.	1.48	1.62
9.	I follow the rules at school.	1.60	1.72
10.	I follow the rules in the 21st CCLC program.	1.61	1.73
11.	I get along well with the other students in the 21st CCLC program.	1.45	1.56
12.	I get along well with the other students in school.	1.48	1.59
13.	I like the activities in the 21st CCLC program.	1.49	1.60
14.	I like how we learn things in the 21st CCLC program.	1.46	1.59
15.	The adults in the 21st CCLC program care about me.	1.66	1.78
16.	I have a safe way to get home from the 21st CCLC program.	1.76	1.91
17.	Overall Average	1.53	1.64

No = 0, Sometimes = 1, Yes= 2

Measure: Evaluation Guidebook – Student Surveys (Elementary Version)

Author: St. Clair, 2008

Scale: No = 0, Sometimes = 1, Yes= 2

Use: This survey is administered one time to students enrolled in 21st CCLC programs who have attended 30 days or more (regular attenders) and who are in 3rd grade or above in an elementary school. Students rate their perceptions of each statement. Prompts describe constructs related to school success and academic achievement.



rate of 76% was better than last year (74%), but lower than the previous three years (82%, 83%, and 78%). The targeted return rate for student surveys is 90%.

The previous table summarizes the ratings of older elementary students (3rd

grade and older) who were regularly attending 21st CCLC students.

Overall, ratings by students were positive. Getting good grades being important to students, adults caring about them, and safety related items were again some of

Secondary Student Survey Items		2012-13	2013-14
1.	Getting good grades in school is important to me.	1.88	1.89
2.	I feel accepted by others in the 21st CCLC program.	1.68	1.67
3.	I feel accepted by others in school.	1.63	1.62
4.	I feel safe in the 21st CCLC program.	1.81	1.78
5.	I get my homework done in the 21st CCLC program (if I have homework).	1.49	1.49
6.	I talk to my family about my homework or what I'm learning in school.	1.27	1.27
7.	I'm getting good grades in reading (or English) at school.	1.67	1.68
8.	I'm getting good grades in mathematics at school.	1.58	1.55
9.	I follow the rules at school.	1.73	1.70
10.	I follow the rules in the 21st CCLC program.	1.76	1.74
11.	My friends encourage me to make good choices.	1.55	1.54
12.	I get along well with the other students in the 21st CCLC program.	1.68	1.62
13.	I get along well with the other students in school.	1.65	1.60
14.	I like the activities in the 21st CCLC program.	1.61	1.60
15.	I like how we learn things in the 21st CCLC program.	1.53	1.54
16.	The adults in the 21st CCLC program care about me.	1.77	1.76
17.	I have a safe way to get home from the 21st CCLC program.	1.88	1.88
18.	I would like to go to college someday.	1.86	1.87
19.	I am involved in community service or other activities to help others.	1.39	1.35
20.	There are ways I can make my community a better place.	1.69	1.69
21.	Overall Average	1.66	1.64

No = 0, Sometimes = 1, Yes= 2

Measure: Evaluation Guidebook – Student Surveys (Secondary Version)

Author: St. Clair, 2008

Scale: No = 0, Sometimes = 1, Yes= 2

Use: This survey is administered one time to students enrolled in 21st CCLC programs who have attended 30 days or more (regular attenders) and who are in a secondary school (middle or high school). Students rate their perceptions of each statement. Prompts describe constructs related to school success and academic achievement.



the most positively rated items. Talking with family about homework, feeling accepted by peers in the program, getting along with peers in the program, and liking how they learn things in the program were rated less positively.

Middle/High School Student Survey Outcomes. Surveys are collected from students in middle or high school who have attended 30 days or more during the school year. Student survey collection resulted in an average return rate of 61%, a dramatic decline from the prior two years (75% and 82%). The targeted return rate for student surveys is 90%. Given the large decline, it will be recommended that survey return rates from students be considered as a required action area for continuous improvement.

The table on page 22 summarizes the ratings of middle and high school students who regularly attended the 21st CCLC program.

Safety was rated very positively, as was the students' aspiration to go to college someday. Lower rated items were similar to those of the older elementary students—discussing learning or homework with their family, liking how they learn things in the program—and they also rated community service

involvement low. Peer acceptance was rated more positively than in prior years.

Partner Ratings of Collaboration

Collaboration Survey Outcomes. Collaboration surveys were used to measure the quality of collaboration between the program representatives, school teachers and administrators, and community partners. Sites were required to survey school staff (predominantly school administrators and teachers) and community partners to measure ratings of collaboration. Return rates are difficult to calculate, given widely varying school sizes and community contexts.

It is difficult to calculate a return rate for school and community partners. To estimate a calculation, one would need to consider the number of staff in each school building in which a 21st CCLC site is operating (school partners). To estimate for community partners, one would need to consider at least those who serve on the management team, share planning, serve as a subcontractor (such as a local evaluator, community agency partner, civic leader, etc.), or provide some level of programming for students. Therefore, return rate targets are not established for these data.





Collaboration Survey Data					
Items		2012-13		2013-14	
		School Partners	Communiy Partners	School Partners	Communiy Partners
	Number	2314	525	2734	610
1	The 21st CCLC program provides an afterschool program that strengthens student academic achievement.	4.38	4.72	4.19	4.77
2	The 21st CCLC program provides support for student social and behavioral development.	4.35	4.77	4.06	4.77
3	The 21st CCLC program helps to engage families and the community.	4.21	4.48	4.10	4.56
4a	The 21st CCLC program appropriately uses classroom spaces, gym or cafeteria spaces, media center, computer labs, and outdoor space.	4.48		4.26	
4b	The 21st CCLC program has sufficient resources to support students and families (physical space, materials, adequate budget, and at least are working toward a sustainability plan).		4.36		4.46
5a	I work with the 21st CCLC staff to connect programming to content offered during the school day (e.g., connects to standards, offers extension of an activity or concept taught earlier in the day, etc.).	3.65		3.42	
5b	We work together to connect afterschool programming to content offered during the school day, yet make sure the learning is offered differently in afterschool (hands-on more than paper and pencil tasks).		4.39		4.52
6a	I view the 21st CCLC as a part of our school, not a program offered by an outside agency or staff.	4.42		4.24	
6b	I view the 21st CCLC as a collaborative effort of the school, the program, and our agency. We have regular meetings to share planning and to review outcomes.		4.30		4.37
7	Communication with the 21st CCLC program staff is effective. I know when the program is being offered, who is attending, what's occurring, and am notified when there are changes.	4.15	4.49	3.87	4.49
8	School staff and 21st CCLC program staff systematically share information to support student homework completion.	3.92	4.24	3.65	4.25





Collaboration Survey Data					
Items		2012-13		2013-14	
		School Partners	Community Partners	School Partners	Community Partners
9	We regularly share staff development offerings or training opportunities.	3.48	3.93	3.30	3.77
	Overall Average	4.12	4.41	3.91	4.44

1 = strongly disagree and 5 = strongly agree

Measures: Evaluation Guidebook – Collaboration Surveys (School and Community Partner Versions)

Author: St. Clair, 2008

Scale: 1 = Disagree; 3 = Neutral; 5 = Agree

Use: School and Community partners fill out two similar but distinct surveys that measure agreement with statements focused on collaboration constructs.

Both school and community partners provided positive ratings of the program addressing student academic achievement, supporting social/behavioral skills, and supporting family engagement (the overarching goals of the Nebraska 21st CCLC program). Generally, ratings were more positive from community partners than from school partners. All community partner ratings and most school partner ratings were above the indicator of quality rating—3.50 or greater. Two school partner areas were below the indicator of quality for ratings by school partners: 'We regularly share staff development offerings or training opportunities' and 'I work with the 21st CCLC staff to connect programming to content offered during the school day (e.g., connects to standards, offers extension of an activity or concept taught earlier in the day, etc.).'

Statewide, technical assistance should be provided to encourage programs and their school partners to identify opportunities to share staff development resources and to better connect programming to what's occurring during the school day.



Summary and Recommendations

Benefits for All Students

Participation in Nebraska's 21st Century Community Learning Centers (21st CCLCs) makes a difference in student achievement for students at risk. A total of 17,120 students were served this year, and 59% (10,073 students) were regular attenders in afterschool programming. Seventy-five percent (75%) of these students receive free/reduced lunches, 14% were English Language Learners, and 19% were verified for special education. Overall, students showed improvements across all areas. However, these improvements were not as strong as prior years.

Students who participate longer earn significantly improved NeSA reading scores. Longitudinal analyses examining multi-year participation in 21st CCLC showed collective impact of this program along with all of the other services students at risk are receiving in schools. Previous longitudinal analyses had shown strong improvement effects in NeSA reading scores for students eligible for free/reduced price meals; however, this year the longitudinal study showed that this has shifted. Students not eligible for

free/reduced price meals benefited the most from participation in 21st CCLC programming, showing improvement in NeSA reading scores from 109 to 122 (13 point gain). Program leaders may benefit from reflection on the focus of the program for earlier years versus the most recent three years to ascertain why the most disadvantaged subgroup of students may not be benefitting from participation as are more economically advantaged students?

External ratings by qualified evaluators and program self-ratings found Nebraska's programs to be of high quality (ratings of 3.55 to 4.50 on a 5.00 scale). Programs have continued to improve in quality overall since the beginning of Nebraska's 21st CCLC programs. In 2004, the overall ratings on the tool averaged 3.70, compared to last year's 4.58 overall. Then, this year, the tool was redesigned with contemporary best practices in out-of-school time programming and modified to be a self-assessment tool. Scores continue to be in the high range. This year, 21st CCLC sites were rated using the The Classroom Assessment and Scoring System or CLASS (Pianta, et al). This tool measures teaching interactions related to instructional support, emotional support, and organizational climate. CLASS ratings showed strengths in the areas of





Emotional Support and Organization, with opportunities for improvement within Instructional Support strategies.

Statewide professional development, then, will need to focus on helping programs to replace work sheets, repetitive and teacher-directed activities with an increasing percentage of experiential, inquiry-based activities.

Parents primarily enrolled their children for academic support and enrichment, and reported that these programs benefited their children.

Forty-eight percent (48%) of parents reported they chose the 21st CCLC program for academic support or enrichment. Parents overwhelmingly reported the program was a great benefit to their child (3.91 on a 4.00 scale indicating strong agreement).

All community partner ratings and most school partner ratings were above the indicator of quality rating—3.50 or greater.

Two school partner areas were below the indicator of quality for ratings by school partners: ‘We regularly share staff development offerings or training opportunities’ and ‘I work with the 21st CCLC staff to connect programming to content offered during the school day (e.g., connects to standards, offers extension of an activity or concept taught earlier in the day, etc.).’

Future Directions and Continuous Improvement

Recommendations for continuous improvement are developed from areas where statewide averages do not meet the indicators of quality, where statewide averages are approaching the ceiling of measurement for a tool consistently over time, or where a review of the implementation of the program statewide suggests an area for improvement.

1. It is recommended that exploration by statewide and local management teams occur to learn more about why the average days of participation generally decline by grade level of student. This, combined with the mixed results on student surveys, suggests the need for additional or alternative strategies for reaching and meeting the needs of youth as they mature.
2. In a similar vein, it is recommended that exploration also take place to address the widening gap between the number of total student attenders and the number of regular attenders.
3. It is recommended that statewide professional development and technical assistance focus on strategies for:



- a. Assisting programs in moving beyond teacher/group leader directed activities to student-centered activities that are experiential and inquiry based,
 - b. Promoting concept development (how educators facilitate analysis and reasoning, why and/or how questions, problem solving, prediction, classification/comparison, evaluation), creating (brainstorming, planning, producing), integration of concepts, and connections of concepts to the real world, such as relating information to students' actual lives,
 - c. Promoting quality of feedback, such as how educators extend student learning through responses to students' ideas, comments, and work. Included in this dimension are scaffolding, feedback loops (back-and-forth exchanges, persistence by educators, follow-up questions), prompting students' thought processes, providing additional information to expand students' understanding, and encouragement/affirmation,
 - d. Connecting students and their families to what students are learning in school,
 - e. Helping programs include a broad array of programming for college/career possibilities using developmentally appropriate strategies,
 - f. Developing content for programs to share with students related to basic planning and financial skills to prepare for life (simple concepts for younger students and more advanced concepts for older students),
 - g. Assisting programs and their school partners to identify opportunities to share staff development resources and to better connect programming to what's occurring during the school day,
 - h. Strengthening the partnerships between programs and their community partners to develop more meaningful and relevant partnerships where decision-making and sustainability planning are shared activities,
 - i. Solidifying the formation and healthy functioning of active management teams in every site.
4. It is recommended that programs be asked to provide greater detail regarding their operational costs with an estimate of the portion that is



supported by 21st CCLC funding and sources of other funding to operate their programs in order to calculate a more accurate cost per student. It is further recommended that the results of fiscal analyses be summarized into an Information Brief as soon as results are able to be reported and shared.

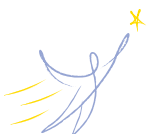
5. It is recommended the process for programs reporting back on the action plans developed from Continuous Improvement Process Meetings and the updating of information relative to progress on those action plans be revisited by the Nebraska 21st CCLC management team with a goal of improving outcomes for all students.





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Appendix 1: Success Stories submitted by Grantees

Names have been changed to pseudonyms and any identifying information is removed. Stories are otherwise not edited and are left in the voice of the program staff preparing these success stories.

#1 Elementary Success Story

Introduction:

E CLC is located in the E* Neighborhood. The neighborhood is made up of small businesses, churches, and rental properties. E* School currently has 459 pre-k through 5th grade students enrolled. 80% of the students that attend E* are minorities, 46% present are English language learners and 94% of our students qualify for free or reduced lunch.*

Initial Assessment

When E CLC was developing their 2013-2014 Annual Plan Learning Together was at the top of their list of programs that we wanted to implement into the afterschool extended learning time. Learning Together would be a great way for E* to support their goals of academic achievement, youth leadership and developing self-confidence in our students.*

Process

In December of the 2012-2013 school year the E building principal and I had a chance to go to a meeting regarding a program called Learning Together (L2). The gentleman that came and spoke talked about how the program did not only focused on supporting the academic needs of students but also their leadership and emotional confidence. This program gave students in upper grades a chance to teach/tutor students in younger grades. Fifth grade students would meet one day a week to work with a teacher on how to deliver a lesson plan. That student would then come back the following day to deliver that lesson plan to their third grade tutee. By having the fifth grade students working on the lesson and then delivering the lesson this gave them a double dose of working on their own reading and comprehension. At this time the E* building principal new that this was exactly what her students needed.*



In July of 2013 The E Learning Together team went to a two day training to learn how to deliver the L2 program. At this time it gave myself, teachers and building administrators a better understanding of how the program worked and how we could fit it into our current program format. One of the highlights of the training was that we had time to work hands on with the materials. You had a chance to see each step that the children would follow every time they worked with their tutee. This gave us a good understanding of the students that this program would work best with.*

After the training was complete our building principal emailed the 12-13 fourth grade teachers. She asked for a list of students that were below grade level and struggled with positive leadership. It did not take long before teachers responded and we had a list of twenty students. At that time an email was sent to the 12-13 second grade team asking for students that were below grade level and could benefit from one on one tutoring. Again teachers responded quickly and before we knew it we had our first twenty hopeful tutees.

As emails were coming in of students that could benefit from the program our two building teachers were working away on a pacing chart for the 13-14 L2 program. They

knew that it was important to have the fifth grade students come in and go through a scholar's academy before they dove into the tutoring curriculum. This would give the fifth grades the skills that they would need to work with their third graders. They also wanted to have the third grades go through the young scholars program so they could learn about what it means to be a good student. Knowing that the two building teachers would not be able to teach all of the scholar programs to get things off the ground the building principal volunteered to take on the third grade students.

After both scholar academes wrapped up as well as a parent meeting, it was time to start working on lessons and tutoring. When school was released on Wednesday afternoons tutors would head to their L2 rooms. Snacks were brought up to the kids so they would have the whole hour to work with the teachers on lesson prep for the following day. Students would partner up and work one on one with other fifth graders to practice. Tutors could make notes in there workbooks and use sticky notes to ID important facts that they wanted to talk about. This gave the fifth graders the confidence they needed for the following day with their tutee.

On Thursday afternoons third grade students would come to the school cafeteria when the bell rang. At this time



they could get a snack while they would wait for their tutor to pick them up. Fifth graders would again report to the L2 class room where they would pull out their materials for the day, eat their snack and put on their L2 shirts. Once they were ready they would walk down to the school cafeteria as a group to pick up their tutee. Tutors always worked with the same tutee to help build relationships. They would then walk back to the L2 class rooms where they would work one on one with their tutee.

As the school year went on and staff schedules changed we build in an L2 teacher substitute. This worked out well because that allowed us to keep smaller groups when working with the tutors and tutees and allowing staff to be gone. We did lose a few of our tutees throughout the course of the school year due to moving or other reasons but were able to regroup with the fifth grade students. This is a big commitment from students and families so to help keep our students going throughout the year we celebrated their success. Each quarter the fifth graders were able to earn a reward, pizza, ice cream party, and were able to pick out new books that they could keep. Tutors and tutees were recognized during daily announcements, and had a L2 board in the school lunchroom.

One of the neat things to see with the students over the course of the year was the relationship between the third and fifth grade students. Many of our third grade students can't wait to be fifth graders so they can be tutors. The other piece was to see our fifth graders take pride in what they are doing in there school. Some students that were very quiet and typically kept to themselves were given a chance to have a voice and share it with their tutee. This program not only help with the academic skills that young people need but also allowed them to learn lifelong skills around communication and teamwork.



Unanticipated Impact

When I went to the first meeting about Learning Together I did not believe the impact that this program could have on youth. To think that fifth grade students that were struggling readers could sit down put together a full lesson and then turn around and deliver it the next day to a third grader was unbelievable. It was my building principal that was pushing for this program from the get go. As the year went on it was amazing to see the dedication of the teachers, parents and students to make this program work. We started rolling out this program in August and by mid-October things were really clicking. I would walk into one of the L2 class rooms and fifth graders would be working side by side with the teacher to get ready for their lessons. I would come back the next day and fifth graders would have their tutees engaged in the lesson they were working on. At the end of their time they would be able to debrief and problem solve from the days activates. This program really was an eye opener to me on how we could empower the youth in our building in other ways.

Outcome

I feel that we did a good job of reaching our goal this past school year with the L2 program at E. Both fifth and third grade student's comprehension scores grew*

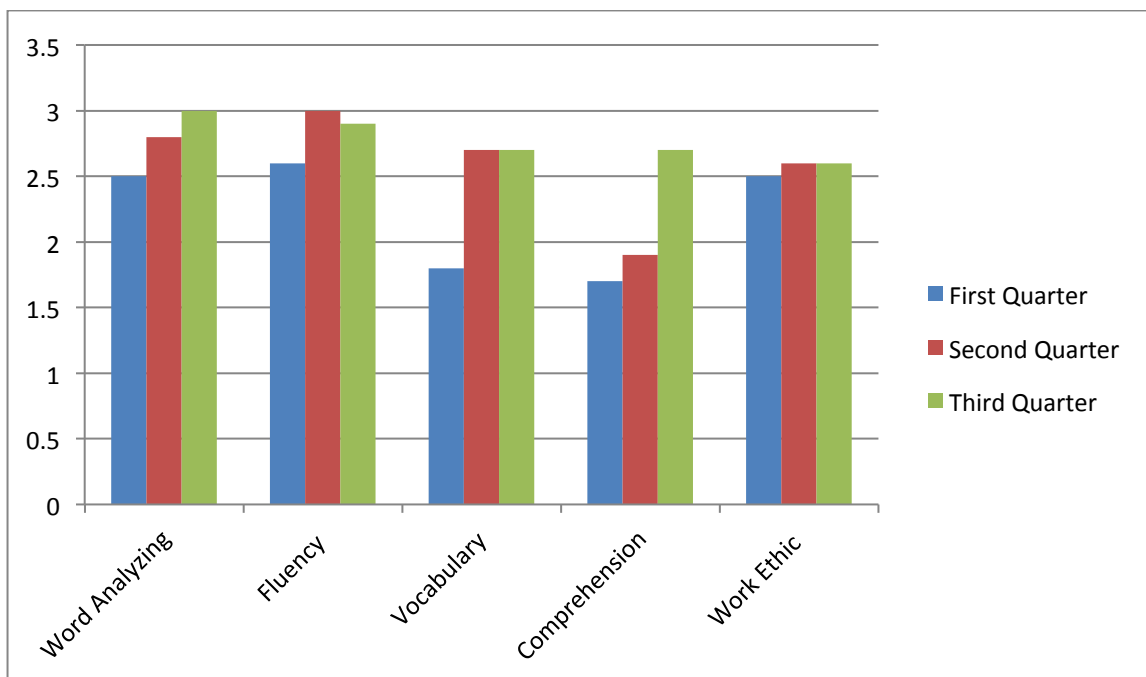


throughout the course of the school year. Third graders first quarter report cards had an average grade of 1.7 on a scale of 1-4 in comprehension. By third quarter the average grade was a 2.7. Fifth grade students averaged a 1.2 grade on a scale of 1-4. At the end of third quarter the average went up to a 1.8. Another area of growth for both our third and fifth graders was in the area of fluency. First quarter the third grade average was a 2.6. At the end of third quarter the average was 2.9. The fifth grade students first quarter had an average grade of 2.7 and at the end of third quarter averaged a 2.9. I feel that the students that were asked to be a part of the Learning Together program were also able to build their own community. We have fifth graders that are taking pride in their work and feeling good about themselves.

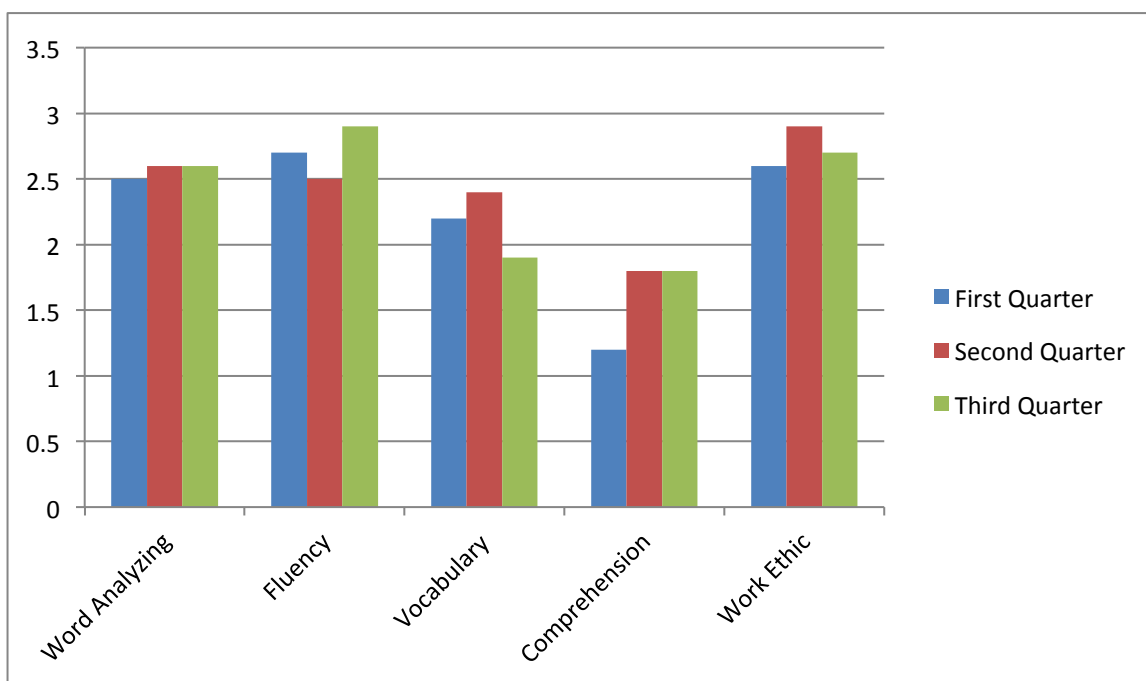




Other Related Information



The graph above shows the reading report card data for third grade students that participated in Learning Together during the 2013-2014 school year.



The graph above shows the reading report card data for fifth grade students that participated in Learning Together during the 2013-2014 school year.



#2 Secondary Success Story

XXX started attending CLC in August of 2011. He is a Caucasian boy living with both parents. When he was younger, XXX experienced some hard times in his home life. Those experiences have stuck with him through middle school, and for a long time he really struggled with depression because of it.

When XXX started coming to CLC, he also wasn't doing very well in his classes. He rarely finished his assignments, and his grades were really low. Because he didn't make homework a priority, he was also disruptive during homework time. He refused to read, and he wasn't receptive to staff instruction at all.

The combination of issues that XXX faced during his early years in the program didn't lend to his social development much. He had a hard time interacting with his peers and was very easily offended. It took some time for our staff to develop a relationship with XXX that gave him enough confidence to trust us, but once we broke through to him, he started becoming a completely different kid.

XXX comes into program smiling every day now, and he is much more respectful to staff because of the relationships we have built with him. He is getting the one-on-one help he needs with his assignments, and his grades have improved drastically. He went from failing most of his classes to achieving

mostly A's and B's in all of his core classes. When XXX doesn't have homework to work on, he often reads for pleasure now, which is entirely new to us because of his past distaste for reading.

XXX has also improved socially and emotionally. He has developed some strong friendships with his peers in the program, and he's much more comfortable carrying conversations and interacting appropriately. He's much more open about his struggles because he knows that the students and staff at CLC are here to support him through anything he's going through.

I truly believe the relationships XXX built here at the program have helped him open up and cope better with everything he has going on in his life. He is a completely different student now. We used to worry about him moving up to high school, but now we have complete confidence that he will be successful not only in high school but in any future endeavors he faces.

XXX's mother has also seen huge improvement at home. She is happy to say that he is a much more resilient kid. He doesn't let the little things get him down anymore, and he has established a great group of friends from the program. He's more outgoing and he's become a lot more comfortable being himself, which has greatly improved his confidence. She likes that he's got such close relationships with the staff of the program as well because he is benefitting from all of the extra support.



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